

INSPECTION REPORT

LONGMOOR PRIMARY SCHOOL

Long Eaton, Nottingham

LEA area: Derbyshire

Unique reference number: 112585

Headteacher: Mrs S Potter

Reporting inspector: Mr M Johnstone
21114

Dates of inspection: 8th – 12th May 2000

Inspection number: 191325

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Newstead Road Long Eaton Nottingham
Postcode:	NG10 4JG
Telephone number:	0115 973 3368
Appropriate authority:	The Governing Body
Name of chair of governors:	Miss J Marshall JP
Date of previous inspection:	8 th July 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Johnstone	Registered inspector		What sort of school it is The school's results and pupils' achievements Teaching and learning Leadership and management
Mr P Robertson	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Ms S Handford	Team inspector	Information technology Art Physical education Equal opportunities English as an additional language	
Ms J Denton	Team inspector	Science Geography. Under fives	
Rev. J Pryor	Team inspector	English Design and technology Religious education Special educational needs	
Ms H Sumner	Team inspector	Mathematics History Music.	Quality and range of opportunities for learning

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham on Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	5
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	8
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	10
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	13
HOW WELL IS THE SCHOOL LED AND MANAGED?	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17
PART D: THE STANDARDS AND QUALITY OF TEACHING IN	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the residential area of Long Eaton on the borders of Nottinghamshire and Derbyshire. It is a local education authority maintained primary school for pupils aged from three to eleven years. The pupils' families come from a mixture of privately owned, rented and council owned properties. The number on roll has grown rapidly from 301 in 1996 to 383 in 1999. The school is larger than most primary schools and has 177 girls and 180 boys in the main school and a 26-place nursery. At the time of the inspection, eight children in the reception class were under five. Taken together, pupils' attainment on entry to the reception class is typical of that found nationally. The percentage of pupils eligible for free school meals (17 per cent) and those who have English as an additional language (0.7 per cent) are broadly average. The percentage of pupils who have special educational needs (15 per cent) is below the national average. Six pupils have a statement of special educational need. This is above the national average.

HOW GOOD THE SCHOOL IS

Longmoor Primary School is a good school. Its strengths far outweigh its weaknesses. Since the headteacher took over four years ago there have been marked improvements in key areas. The school is very well led and teaching and learning are mostly good. Staff and governors share a common purpose and a commitment to improvement. The pupils achieve well by the end of both key stages, have good attitudes, behave well and try their best. The school provides good value for money.

What the school does well

- The headteacher provides very good leadership.
- The school has made marked improvements over the past three years.
- Pupils make good progress overall because teaching is good.
- By the end of both key stages, pupils achieve good standards in literacy and numeracy.
- Pupils have good attitudes, behave well and work hard.
- The school cares for its pupils well and successfully promotes their moral and social development.

What could be improved

- The progress made by pupils in the early part of Key Stage 2.
- Standards in information technology.
- The monitoring and assessment in subjects other than English, mathematics and science.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in July 1996. The headteacher was new in post at that time. There has been good improvement since the previous inspection. Standards have improved year on year and teaching and learning are better than they were. The management and development of English, mathematics and science are now very good, although there is still work to be done in other subjects. The school now has a good development plan and resources have been improved in most areas. Whilst there have been improvements in information technology, standards are not yet high enough by the end of Key Stage 2. The spiritual and cultural development of the pupils has improved to a satisfactory level. In the governors' annual report to parents, all statutory requirements are now met. The school is in a good position to make further improvements.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	B	E	C	C	well above average A above average B
Mathematics	D	E	C	B	Average C below average D
Science	C	E	C	C	Well below average E

*(The similar school comparison is based on the percentage of pupils who are eligible for free school meals)

In the 1999 National Curriculum tests for pupils at the end of Key Stage 2 (juniors), standards in English and science were in line with the national average and those in similar schools. In mathematics, standards were in line with those in all schools and better than those in similar schools. Inspection evidence closely matches this picture of attainment and points to standards that are now above average in English. The school's emphasis on literacy and numeracy has been effective in helping to raise standards in both key stages. Apart from a dip in 1998, the trend in school results has mirrored the national trend. The school targets for the year 2000 were for 68 per cent of pupils to attain the national average in English and 73 per cent in mathematics. The school is well on course to meet and probably exceed these. By the end of Key Stage 1 (infants), pupils attain good standards in reading, writing and mathematics.

Standards in information technology are improving and meet national expectations by the end of Key Stage 1. They remain below average by the time the pupils leave the school. Work in religious education meets the requirements of the local agreed syllabus. In both key stages, pupils do particularly well in art and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school. They show good attitudes to learning with consistent levels of interest in lessons. They mostly sustain concentration and are keen to succeed.
Behaviour, in and out of classrooms	Behaviour in the large majority of lessons is mostly good and often very good. In the early part of Key Stage 2, the immature behaviour of a minority of pupils has a negative effect on their progress during some lessons. Behaviour in assemblies is excellent and when moving around the school, it is very good.
Personal development and relationships	Relationships between pupils, pupils and staff and other adults are good. All staff treat pupils with fairness and consideration. The pupils' personal development is sound. They are given responsibilities and duties, which they carry out willingly. Opportunities to develop personal skills in out-of-lesson activities are limited.
Attendance	Satisfactory. Rates of authorised and unauthorised absence are similar to the national average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good and enables all pupils to make good overall progress. In the 83 lessons observed across the school, two per cent were excellent, 16 per cent were very good, 50 per cent were good, 30 per cent satisfactory and two per cent less than satisfactory. This represents an improvement on the previous inspection when the quality of teaching was judged to be satisfactory overall. The teaching meets the needs of all pupils including those who have special needs and those who have English as an additional language.

In both key stages, the teaching of literacy and numeracy are mostly good. Since the previous inspection, this has improved the pupils' rate of learning. The teaching of early reading, writing and mathematics skills in the nursery provide the children with a good grounding. This is built upon well in Key Stage 1 classes. Due in large part to less effective and occasionally unsatisfactory class management, pupils' progress in literacy and numeracy slows in the early part of Key Stage 2. It picks up again in Years 4, 5 and 6 due to more consistently good teaching.

Teachers have good subject knowledge, plan their lessons well, have high expectations and use resources well to stimulate pupils' interest. There is some excellent teaching in art and music where the teachers' subject knowledge and high expectations have a marked impact on pupils' learning. Teachers do not, however, use computers sufficiently to support work in other subjects and do not have a consistent approach to the use of homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements, including provision of religious education and provides equality of access. The school has successfully established effective literacy and numeracy strategies that have provided the school with new benchmarks of quality in curriculum planning. The range of extra-curricular activities is not as wide as in most schools.
Provision for pupils with special educational needs	The school caters well for the number of pupils identified as having special educational needs. It is effective in identifying pupils at an early stage and takes the necessary steps to meet their needs. Throughout the school pupils are supported effectively and achieve well.
Provision for pupils with English as an additional language	Provision is good. The four pupils in main school and the four who are in the nursery are supported well by the staff and make similar progress to all other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. Moral development is very good, social development good and spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school has a range of policies and procedures for the care and support of the pupils. These are mostly very good and create a caring secure environment which benefits pupils' learning. Pupils gain confidence and the ability to cope very effectively with school life.

The school has a good partnership with parents and this has a good effect on pupils' attainment and progress. Parents consider that the school gives their children a good start to their education, beginning in the nursery. There is good parental support in school with a large pool of regular helpers. There is a very supportive Friends, Parents and Teachers' Association which promotes social and fund-raising events.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is well supported by the deputy head and staff. They have been successful in creating an environment in which pupils are keen and able to learn. There is very clear educational direction for the work of the school and a strong commitment to improvement.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties effectively. They are developing their role in strategic management. They have established a manageable committee structure that allows for effective delegation. They are very supportive of the school and have great confidence in the headteacher.
The school's evaluation of its performance	The school has devised effective monitoring systems in order to evaluate its performance. There is good evaluation of pupils' performance in national and school tests. Pupils are set individual targets for improvement. There are good systems for checking how well teachers are teaching in literacy, numeracy and science. These have not yet been extended to include other subjects.
The strategic use of resources	Staffing levels and accommodation are adequate to meet the demands of the curriculum. The main toilets are in a poor condition and the building shows signs of neglect. Resources are mostly good but there are shortages in some areas. The ratio of pupils to computers is well below the national average and they are not used sufficiently. Staffing, accommodation and most learning resources are used well to improve learning. Best value principles are applied to the purchase of goods and services. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are expected to work hard and they make good progress. • The teaching is good. • They would feel comfortable about approaching the school with questions or problems. • Children know what is expected of them and problems are quickly sorted 	<ul style="list-style-type: none"> • Consistency of homework • More activities outside lessons. • More information about how their children are getting on and a closer partnership.

Inspectors agree with parents' positive views. There is an inconsistent approach to homework but the school is reviewing its policy with this in mind. There are fewer activities outside lessons than in most schools of this type. The school has two parent/teacher consultation meetings and an open evening each year. This is similar to most schools. The annual reports are informative and teachers are available at any reasonable time in order to talk to parents. Inspectors judge the partnership between school and parents to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the nursery, children's attainment overall is below average in all areas of learning, but particularly in speaking and listening. From this base, good teaching ensures that they make good progress in their learning. Attainment on entry to the reception class is broadly average in all areas of learning, but shows weaknesses in speaking and listening, reading and personal and social development. There are strengths in mathematics. By the age of five, children make good progress and most meet the Desirable Learning Outcomes in all areas of learning. A small proportion of the pupils exceeds these expectations.
2. In the 1999 National Curriculum tests for pupils at the end of Key Stage 1, standards in reading, writing and mathematics were well above the national average. They were high enough to be well above those in similar schools. The percentage of pupils reaching the higher Level 3 was well above average in mathematics, above average in writing and close to the national average in reading. Boys and girls did equally well in writing and mathematics, but girls did better in reading. Standards are higher than at the time of the previous inspection and there has been year on year improvement. Teachers' own assessments closely matched test results. In the 1999 National Curriculum teacher assessments for science, standards were similar to the national average and those in similar schools. The percentage of pupils attaining the higher Level 3 was above that found nationally. Inspection evidence concurs with this picture of attainment in all four subjects. The gap between the standards attained by boys and girls in reading has narrowed. All pupils, including those who have special needs and English as an additional language make good progress throughout the key stage.
3. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2, standards in English and science were in line with the national average and those in similar schools. In mathematics, standards were in line with those in all schools and better than those in similar schools. The percentage of pupils attaining the higher Level 5 was above average in mathematics and close to the national average in English and science. Girls did a little better than boys in all three subjects. Teacher assessments were similar to the test results in all subjects. There has been a gradual upward trend in standards since 1996. This matches closely the national trend. Inspection evidence closely matches this picture of attainment and points to standards that are now above average in English. This is a result of a well-established literacy hour and the good start that pupils make in the nursery, reception and Key Stage 1. In the three subjects, all pupils' progress is satisfactory in the early part of Key Stage 2 and is good in Years 4, 5 and 6. This closely reflects the quality of teaching.
4. The school has set appropriate targets in literacy and numeracy for the next two years. These would maintain the current standards. They reflect good tracking of

the progress of the different year groups in the school. In Year 2, early indications from the reading tests for 2000, indicate that the high standards have been maintained. The school's own testing in Year 6, indicates that the pupils are on course to reach and possibly exceed the targets.

5. The pupils' reading and writing throughout Key Stage 1 is good. Their handwriting is well formed and they write in a good range of styles. Pupils' skills in speaking are less advanced than in listening and the other aspects of English. Overall in Key Stage 2, the pupils achieve well in English. However the rate of progress and levels of achievement are higher in Years 4, 5 and 6 than they are in Year 3. This is due to less effective classroom management in these two classes. Throughout Key Stage 2, pupils write for a wide variety of purposes and generally present their work well. While there are small variations between the standards achieved by boys and girls these do not follow a regular pattern. The school is taking steps to ensure that boys achieve their potential in all aspects of English. For example, they are ensuring that new books appeal to both boys and girls. Pupils use their literacy skills well to support work in other subjects. They write good descriptions in history, religious education, geography, design and technology and in science.
6. In mathematics, pupils in Key Stage 1 develop a very good understanding of the size of a number and where it fits into the number system. They build up a good mathematical vocabulary and use non-standard and standard units of measurement well. They record data in tables and graphs and extract information from them. In Key Stage 2, pupils build on these skills effectively and become familiar with the four basic operations in mathematics, including multiplication tables. In due course the great majority of pupils learn to apply them to fractions, decimals and percentages. Gains made in their skills of investigation and problem solving are not so rapid. In both key stages, most pupils develop quick mental recall of basic number facts and higher attaining pupils are quick to see alternative calculation strategies.
7. In science, pupils in Key Stage 1 develop a good knowledge of materials, light and sound. They develop a wide scientific vocabulary and higher attaining pupils make good progress in experimental and investigative science. Pupils in Key Stage 2 know what constitutes a fair test and record their information satisfactorily in tables, graphs, charts and writing. Pupils have a sound knowledge and understanding of environmental issues, including pollution and the needs of plants.
8. Standards in information technology are in line with national expectations by the end of Key Stage 1 but are below at the end of Key Stage 2. There have been improvements in the subject but these have not kept pace with improvements nationally. Progress has been intermittent and skills have not been developed successfully year on year. This is partly the result of unsatisfactory resources, but also due to insufficient use of the computers to extend and support learning in other subjects.
9. By the end of both key stages, standards in religious education meet the requirements of the local agreed syllabus. Pupils in Key Stage 1 learn about the

significance and meaning of special places both in everyday as well as in religious terms, for Christians and Muslims. They understand how it is necessary to be sensitive to the feelings of people who have particular religious and other beliefs. These experiences are built on successfully in Key Stage 2.

10. At both key stages, the work seen in art and design and technology was better than expected for pupils' ages. Pupils in Key Stage 1 produced some very good work in the style of famous artists and pupils in Key Stage 2 made very good three-dimensional sculptures. Good quality displays around the school reflect the good progress and achievements of the pupils. Standards in design and technology have improved markedly since the previous inspection. This is due to improved teacher confidence and planning. In history, geography, music and physical education, standards are similar to those expected for pupils' age. Specialist teaching of music results in high standards, but this is only for short periods of time towards the end of the week. This makes it difficult for the pupils to maintain a consistently good rate of progress in the development of key skills. The work seen in physical education was satisfactory. The hall has been out of use for most of the year and this has had a detrimental effect on the pupils' progress in gymnastics and dance. Most pupils are able to swim the required 25 metres by the time they leave the school.
11. The school is very effective in identifying pupils, at an early stage in their education, who are having difficulties in learning. It takes the proper measures to meet their needs. Throughout the school, pupils with special educational needs are well supported and achieve well. They make good progress in both key stages. This is due to the care with which the pupils' needs are identified and catered for by the provision of effective special support. Additionally, the training that support staff have received and the close co-operation between them and the class teachers support pupils' learning successfully. The good progress is most noticeable in the core subjects of English and mathematics to which particular attention is paid in the individual plans made for the pupils' work.

Pupils' attitudes, values and personal development

12. The school successfully creates a caring ethos where every pupil matters. Pupils like coming to school. They show good attitudes to learning with consistent levels of interest in lessons. They mostly sustain concentration and are keen to succeed. These factors make a strong contribution to the good pace of learning. The large majority of the parents support this view of the school.
13. Respect for other peoples' feelings values and beliefs is evident in lessons and at play. Pupils show sympathy for fellow pupils who are unwell. They show appreciation for the success of others. In a year 2 class, they applauded pupils who were receiving praise for achievements. They listen respectfully when pupils are answering questions or giving opinions in group discussions. Pupils work well together and help each other. They take turns on the computer and help each other in science and mathematics investigations.

14. The school is an orderly community where good behaviour and consideration is shown to others with pupils showing politeness, consideration and courtesy to each other, staff and visitors. In a science lesson discussion, one pupil remarked, 'excuse me, but do you mind if I ask a question?' Behaviour in assemblies is excellent and when moving around the school, it is very good. There was no bullying seen during the inspection and pupils are clear about what they should do if it occurs. The provision of a 'listening box' has proved effective in this regard. A pupil wrote a letter to the headteacher, 'it is good to have a listening box so people do not bother one another and do not get bullied'. In the early part of Key Stage 2, the immature behaviour of a small minority of pupils has a negative effect on their progress during some lessons. There has been one fixed period exclusion during the academic year.
15. Relationships at the school between pupils, pupils and staff and other adults are good. All staff treat pupils with fairness and consideration. Pupils who have special needs and those who have English as an additional language are well integrated into school and are involved in all aspects of school life.
16. The pupils' personal development is sound. They are given responsibilities and duties, which they carry out willingly. These reflect positively on the running of the school. Pupils in Year 6 have the responsibility of monitoring the doors at break times. Pupils lay out equipment for assemblies and classroom lessons. All pupils have to tidy equipment and books away at the end of lessons. In the playground and in school, there was no evidence of misuse of school property and pupils are taught to respect property as part of their ongoing education. Pupils are involved in fund-raising for charities. This raises pupils' awareness of people less fortunate than themselves. Overall, however, opportunities to develop personal skills in out-of-lesson activities are limited. The large majority of parents feel that the school is helping children become mature and responsible.
17. In these aspects of its work, the school has maintained the strengths outlined in the previous inspection. There have been improvements in procedures for dealing with any bullying and in the procedures for promoting good behaviour. Attendance rates were judged to be good at the time of the previous inspection. They have fallen a little since that time and are now satisfactory. There has, however, been a substantial increase in the numbers on roll. Rates of unauthorised absence are low and similar to the national average. Most pupils are punctual. Pupils' attendance and punctuality have a beneficial effect on their attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good and enables all pupils to make good overall progress. In the 83 lessons observed across the school, two per cent were excellent, 16 per cent were very good, 50 per cent were good, 30 per cent satisfactory and two per cent less than satisfactory. This represents an improvement on the previous inspection when the quality of teaching was judged to be satisfactory overall. At that time, 35 per cent of the teaching was judged to be good, but 10 per cent was unsatisfactory. The reasons for improvement

include more effective monitoring, staff training and the development of the literacy and numeracy hours. At the time of the previous inspection there were weaknesses in the provision of challenge for higher attaining pupils, the use of assessment to inform planning and the match of work to the needs of all pupils. These have been largely overcome. Inconsistencies in the way teachers use homework still remain, although the school is beginning to address this in a new homework policy.

19. The quality of teaching for children under five in the nursery and reception class is good. This enables all children to make good gains in their learning. All teachers have a good knowledge of how young children learn. Their high expectations, good planning and working relationships promote a stimulating environment and make children keen to learn. Early literacy and numeracy skills are well taught. Nursery staff promote a love of reading and writing well and establish early skills successfully. Reception staff effectively build on this when using 'big books' to aid reading development. In mathematics, effective discussion sessions at the end of lessons contribute to children sharing their learning well. Teachers use these sessions to effectively assess children's progress. The planning for the use of mathematics in role-play activities contributes successfully to the children's growing awareness of mathematics in everyday life. In the reception class, the partner teacher is sometimes insufficiently involved in whole-class literacy and numeracy sessions. At these times, the less able and younger children are not always given the close attention they might otherwise get. The children with English as an additional language receive good support in both the nursery and reception classes and make good progress. Children who have special educational needs are sensitively supported and learn well.
20. In Key Stage 1, there is no unsatisfactory teaching and 68 per cent is at least good. There is a similar picture overall in Key Stage 2. However, a high percentage of the satisfactory teaching and the small amount of unsatisfactory teaching occurred in the early part of the key stage. This results in pupils' learning slowing down at this time from good to satisfactory.
21. At both key stages, the teaching of literacy and numeracy are mostly good. Since the previous inspection, this has improved the pupils' rate of learning from satisfactory to good. The teaching of early reading, writing and mathematics skills in the nursery provide the children with a good grounding. This is built upon well in Key Stage 1 classes. Due in large part to less effective and occasionally unsatisfactory class management, pupils' progress in literacy and numeracy slows in the early part of Key Stage 2. It picks up as teaching is more consistently good in Years 4, 5 and 6.
22. The literacy and numeracy hours are well established at all stages. Planning is good and there are effective and clear links between individual lesson plans and weekly planning. This ensures that knowledge and skills are built on well from lesson to lesson. Work is well matched to the different needs of the pupils and effective support is provided for those who need it. In both subjects, teachers have secure subject knowledge and high expectations. This enables them to develop the correct vocabulary and motivate the pupils. They use good

questioning. In numeracy lessons questions such as, 'tell us how you worked that out?' develop pupils' use of different strategies to work out calculations. In literacy lessons questions such as, 'how do you think he felt?' and 'what do you think teddy saw when he put on the coloured glasses?' helps pupils develop their imagination and writing skills.

23. Literacy and numeracy lessons are well structured with a suitable opening class activity, group work and a closing discussion. These give consistency to the teaching methods and establish good working routines for the pupils. Where the teaching is less successful, opening sessions go on for too long and some pupils' lose concentration. In addition closing sessions make insufficient use of critical appraisal in order for pupils to see how they might improve their work. In general, teachers regularly evaluate literacy and numeracy lessons and this information is used well to build on previous learning.
24. At both key stages, teachers develop literacy and numeracy skills well in other subjects. They develop the correct technical vocabulary in subjects such as science, design and technology and information technology. In religious education, pupils write a series of questions that they would like to ask God and enter into good discussion about these. Measuring skills are developed well in design and technology and co-ordinates in geography.
25. The teaching of science is mostly satisfactory. Strengths in the teaching lie in teachers using a good scheme of work to build on pupils' knowledge and skills from year to year. This aspect of their work and the teaching of investigative skills have improved since the previous inspection. Teachers ensure that pupils develop the correct technical vocabulary. Where the teaching is less effective, there is some inconsistency in planning how higher or lower attainers will be helped. This has a detrimental effect on the progress of these pupils.
26. There have been some improvements in the teaching of information technology since the previous inspection. There has been some good and appropriate training of teachers who are supported by a good scheme of work. This has brought improvement in teacher confidence. Teachers now provide effective introductions to the skills to be acquired. These ensure that pupils quickly understand the work they will be doing during the week. However, computer skills are not taught effectively enough in other subjects. Teachers do not provide sufficient opportunities for pupils to use computers to draft or refine texts in, for example, English lessons. This slows down pupils' progress.
27. At both key stages, teaching is at least satisfactory and often good in all other subjects. There is some excellent teaching in art and music where the subject knowledge and high expectations of the teachers have a marked impact on pupils' learning. Teaching of design and technology has improved. The increased confidence in teaching the subject has resulted in a marked improvement in standards and progress. Religious education is well taught. Pupils' interest is aroused and maintained by the generally well-planned lessons and the sometimes imaginative tasks they are given to reinforce the learning. The teachers expect a good quality of written work and the pupils respond to that well.

In all subjects, teachers use most resources well to stimulate pupils' interest and help their understanding. Big books and number lines support the development of literacy and numeracy skills well. Artefacts enhance learning in history and religious education and examples of the work of great artists help inspire pupils' art work. In all lessons, support staff are used effectively to help pupils when they work individually, or in groups. In subjects other than English, mathematics and science, there are no assessment systems that are consistently used to track pupils' progress through the school. This is a weakness in the teaching since teachers cannot be sure what pupils already know, understand and can do. In all subjects, marking has improved and is now consistently well used to provide pupils with information to improve their work.

28. Teaching in both key stages provides good support for pupils with special educational needs. Their work is carefully and imaginatively planned and carried out by well-trained support staff. The training that the school has developed for the support staff is a good feature of the provision made for pupils with special educational needs. The clear analysis of individual pupils' needs in each class has led to a careful disposition of staff to provide a good quality of support. This ensures that these pupils make similar progress to all other pupils. Pupils who have English as an additional language are well taught and their progress matches that of all other pupils.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The quality and range of opportunities for learning are good for children under five. The curriculum is securely based on the appropriate areas of learning for children of this age. Teachers have incorporated the new guidance to be used from September 2000. Good links are made that ensure a smooth transition to work on the National Curriculum. Effective use is made of guidance from the national literacy and numeracy initiatives.
30. The previous inspection found the curriculum in both key stages to be inadequate in a number of respects. These were having a negative effect on pupils' learning. The curriculum lacked balance and planning was not based on schemes of work. The school has worked hard to remedy the weaknesses and the curriculum is now sound at both key stages. The curriculum meets statutory requirements, including provision of religious education. The school has successfully established effective literacy and numeracy strategies that have provided the school with good models of quality in curriculum planning.
31. Most schemes of work have been revised and are providing well for improved attainment and progress, most noticeably in English and mathematics. This has resulted in reviews of planning for other subjects, science in particular. Science was among a group of subjects which were criticised in the previous report for a failure to give due emphasis to the investigative skills that underlie them. This has now been successfully addressed in more effective curriculum planning based securely on the schemes of work. Planning for the teaching of information

technology has not yet delivered a balanced programme of activities for all pupils. This is restricting the pupils' progress, particularly in Key Stage 2.

32. The curriculum provides equality of access and allows all pupils to fully participate in all school activities. The pupils who have English as an additional language are fully included in all aspects of the life of the school. Good provision is made for the pupils' personal, social and health education with sensitive teaching about sex education and the dangers of drugs. The curriculum provision for pupils who have special needs is good. The half termly reviews of progress in English and mathematics conducted by the headteacher and deputy, together with the analysis of test results, ensure that the rate of progress of all pupils, including those who might need to be added to the special needs register, are kept under review. The achievements of those pupils already on the register are also regularly reviewed and the parents are kept informed. This practice ensures that their changing needs are met as conditions alter, for example as a result of successful extra support in their learning. There is some withdrawal of pupils from lessons in order to provide additional support. As far as possible they are able to make up what they have missed.
33. There are limited activities available outside of lessons. The older pupils have some opportunities to participate in netball, rounders, cricket, football and recorder practices. There are occasional visits to places of educational interest and links with the local community are being developed. Links with the local secondary school provide some experiences of computers. Overall the range of such activities is not as wide as that normally found in schools of this size.
34. The provision for the development of pupils' personal development is good, although the quality of the main elements varies. Moral development is very good, social good and spiritual and cultural are satisfactory. This represents improvement since the previous inspection when moral and social development were judged to be good but spiritual and cultural were unsatisfactory.
35. Provision for spiritual development is satisfactory. Links with spiritual organisations such as the local church and the Oasis Christian Association have been developed. There are opportunities for reflection in the daily acts of collective worship. Religious education lessons contribute strongly to pupils' spiritual development. Opportunities are provided for them to reflect on the beliefs and values of people who are members of the various religious communities. These studies also contribute to pupils' cultural understanding by showing how customs vary according to religious belief. An area of weakness identified in the previous inspection, but not markedly improved, is the provision of spiritual development through other aspects of the curriculum. Opportunities to inspire feelings of awe and wonder do occur in music, art and science, for example, but teachers do not often use them to enrich pupils' experiences.
36. The school is strongly committed to pupils' moral development and the opportunities provided are very good. The whole atmosphere of the school rests on the fundamental value of caring for others. School rules are based on the

same principle and circle time (a time when the teacher sits in a circle with the pupils and talks about various relevant issues) is provided. Effective teaching starts in the nursery. The school's measures and approaches are generally successful in helping pupils to distinguish right from wrong. Teaching of consideration for others is especially strong in acts of worship where relevant Bible stories are re-enacted and the work of charitable organisations such as the Red Cross are explained. The plight of the people of Mozambique was a recent focus of attention.

37. The good opportunities for pupils' social development are closely linked to their moral education. The good relationships throughout the school provide a continual lesson in how to relate to other people by showing them respect. All staff model self-discipline. Younger pupils take on small responsibilities in the classrooms and older pupils extend these to include duties across the school. Improved links with the local community, including other schools, provide opportunities for the extension of pupils' horizons. The house system is strong and allows for friendly competition. This is also the case in netball and football sessions. The use of group work in lessons provides practice in a range of social skills.
38. Pupils' cultural development has improved and is now satisfactory. Subjects such as art, English, music, history and geography provide opportunities for pupils to learn about the similarities and differences across a range of cultures. For example, art work from the Islamic culture is displayed in the school. Studies of ancient civilisations in history and topics about Western European and African countries in geography broaden pupils' understanding. Out of school visits to museums and sites of interest do occasionally take place, but overall there is insufficient cultural enrichment outside the formal curriculum. There is insufficient focus on the preparation of pupils for life in a contemporary, multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has a range of policies and procedures for the care and support of the pupils. These are mostly very good and have a marked impact on pupils' attainment and progress. The procedures create a caring secure environment which benefits pupils learning. Pupils gain confidence and the ability to cope very effectively with school life. The school is a community that abides by rules that benefit pupils' social development.
40. Very good procedures are in place for child protection and health and safety and all staff are aware of their responsibilities. Teachers advise children of health and safety aspects in lessons, as in the proper care when handling tools in design and technology. The school conducts regular risk assessments of all aspects and activities. There are clear procedures for dealing with illness and accidents. Outside professional agencies are used well to support the pupils. Procedures for promoting attendance are very good and are beginning to improve overall attendance rates.

41. Procedures for monitoring behaviour and eliminating oppressive behaviour are very good. Pupils understand and value the highly successful rewards and sanctions system. This has a very good impact on their behaviour and develops a strong sense of right and wrong. Pupils with special educational needs are well supported and, where appropriate have well targeted individual education plans.
42. Teachers know their pupils well and this helps them in monitoring their academic progress. Assessment procedures are very good in English and mathematics and support learning well. This represents significant improvement since the previous inspection. The results of these assessments are used effectively to inform planning. There are good procedures for tracking the development of knowledge and skills in science, with particularly effective procedures for assessing pupils' ability to experiment and investigate. There are plans to further develop assessment procedures in science in line with Curriculum 2000. Assessment in these three subjects enables teachers to set good individual targets for improvement. These are shared with the parents of pupils in Year 6 and make a good contribution to pupils' learning.
43. There are good procedures for the moderation of work to enable teachers to accurately assess the National Curriculum level that the pupils achieve. This guides teachers in their assessment of pupils' levels at the beginning of each new school year. All eligible pupils take the National Curriculum tests and the school makes good use of optional National Curriculum tests to gauge the progress of pupils in other year groups. There are effective systems that are used well to track the progress of children who are under five. Target setting from early assessment of children in the reception class takes place in order to measure their progress.
44. The very good assessment procedures for English, mathematics and science have not been developed in other subjects. There is an informal system in which teachers assess progress against selected learning outcomes, but all teachers are not yet consistently using this. It is not possible, therefore, for teachers to make secure judgements concerning individual pupils and the development of their learning. Although teachers know their pupils well, there are no formal procedures for monitoring personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has a good partnership with parents and this has a good effect on pupils' attainment and progress. This is an improvement since the previous inspection when it was judged to be satisfactory. Parents consider that the school gives their children a good start to their education, starting in the nursery. The great majority of parents believe the headteacher has moved the school forward considerably since the last inspection.
46. The school provides good quality information on all aspects of school life to parents. This includes useful leaflets on how to help their children. Annual reports are informative and identify areas for improvement. Parents were involved in drawing up a home-school agreement and were invited to comment on the

behaviour policy. This has given them an understanding of practical issues and a feeling of ownership.

47. There is good parental support in school with a large pool of regular helpers. They help teachers manage group work in the literacy and numeracy hours and provide additional support for pupils in practical activities. Parents assist their children at home with homework and research for topic work. This helps the pupils realise its importance. A few parents are unhappy with the level of homework and would prefer a more consistent approach throughout the school. The school is revising its policy with a view to improving consistency.
48. There are good links with the parents of pupils who have special needs. The pupils' progress is regularly checked and parents are involved in discussions and reviews. This gives them every opportunity to become involved in their children's learning. Links with parents of children in the nursery are good and a strong relationship is developed at this stage.
49. Parents find the school staff supportive, easy to approach and feel welcome in the school. The school benefits from a very supportive Friends, Parents and Teachers' Association which promotes social and fund-raising events. Funds raised by the Association are used to provide resources to enhance pupils' learning

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides very good leadership and is well supported by the deputy head and staff. This is the main reason for the good improvements that have taken place over the past three years. They have been successful in creating an environment in which pupils are keen and able to learn. There is very clear educational direction for the work of the school. There is a strong commitment to improvement, good relationships and equality of opportunity. The school has a clear and well-communicated set of aims that are reflected in all its work. A sense of purpose and direction is evident in a good school development plan. This acts as an effective management tool by providing clear and costed programmes for action in key areas of the school's work.
51. The school has devised good monitoring systems in order to evaluate its performance. These include good tracking of the progress of groups of pupils in English, mathematics and science as they move through the school and include the scrutiny of pupils' work. These have enabled the school to successfully target particular strengths and weaknesses in pupils' learning and have led to improvements in pupils' performance in the National Curriculum tests. Co-ordinators monitor planning in their subjects and this ensures that knowledge and skills are developed well from year to year in most subjects. The monitoring of literacy and numeracy is good and has led to improvements in teaching and learning. For example, in both subjects, all teachers now share learning objectives with the pupils. This helps the pupils understand why they are learning certain things and improves their motivation and commitment. Monitoring has led to the teachers matching work more effectively to the different needs of the pupils.

With the drive towards the development of literacy and numeracy over the past two years, co-ordinators of other subjects have not had sufficient opportunity to monitor teaching and learning in their subjects. As a consequence, they do not have the very good overview of teaching and learning that the literacy and numeracy co-ordinators have.

52. The use of the deputy head as the co-ordinator for special educational needs ensures that this area of the school is given a high priority. This results in a good quality of provision and well-managed and useful support for the pupils. Effective co-ordination and management of this aspect is a key factor in the good levels of progress and achievement made by these pupils. There is no overall co-ordinator for children who are under five. The close and effective working relationship between the nursery and reception goes a long way to offset this.
53. The governors are developing their role in strategic management satisfactorily. They have established a manageable committee structure that allows for successful delegation. They are very supportive of the school and have great confidence in the headteacher. They receive much more detailed and useful information than at the time of the previous inspection. The chair of governors is a regular visitor to the school and spends time in classrooms. This has given her a valuable insight into the quality of teaching and learning. The literacy and numeracy governor works in school and is involved in the teaching of literacy in Key Stage 2. She has a good grasp of the development of the literacy and numeracy strategies and is involved in lesson planning. This gives her a good insight into what works well and what does not. The governors have set good performance objectives for the headteacher in the areas of standards and teaching. These give them good guidelines for gauging improvements. Governors keep a watchful eye on National Curriculum results in order to track strengths and weaknesses. The governing body fulfils its statutory duties.
54. The school is staffed with a suitable number of appropriately qualified teachers who have sufficient experience and expertise to teach the National Curriculum successfully. All teachers, except the newly qualified member of staff, have responsibilities additional to classroom teaching roles. The many changes in staff over the last three years, with changes in co-ordinator roles, have been well managed. There is a suitable number of classroom support staff who play an active role in the classroom. Good use is made of professional training and development to increase staff expertise. The headteacher conducts annual reviews of all staff to identify areas for training to enhance skills. This has a good effect on curriculum and professional development. This aspect of the work of the school has improved significantly since the previous inspection. There is good induction of new staff and the school provides suitable opportunity for initial teacher training. Secretarial staff contribute well to the efficient management of the school. The caretaker and his staff maintain the school in a clean condition, despite the poor condition of some areas of the school. All staff working with children who are under five are suitably qualified.
55. The accommodation is adequate to provide for the needs of the children and the teaching of the full range of the National Curriculum. The poor condition of the

toilet facilities and a building that shows signs of neglect hinders the school's ability to provide conditions conducive to learning. Staff have worked hard to enhance the appearance of the indoor accommodation. Attractive and colourful displays of pupils' work decorate the building and stimulate pupils' learning. The playground is adequate for the number of pupils and a large field is used for physical education, games and sport. Work has started on an additional classroom. Accommodation for the children who are under five in the nursery and reception is good and safe. The reception classroom is newly built and has helped ease the accommodation problems.

56. The school has mostly adequate resources for the teaching of the National Curriculum in all subjects. Literacy resources are mostly good and promote good quality work. Some reading books are old and in need of replacement. The library is poorly placed, due to accommodation restrictions, and there is a shortage of modern reference books. These factors limit pupils' development of library and reference skills. There are shortages in history, but these are offset to some degree by loan services. Resources for numeracy are good. The ratio of pupils to computers is well below the national average and limits pupils' progress in information technology. The governor for special educational needs, in partnership with the co-ordinator, ensure that the resources needed to support pupils who have special needs are maintained at good levels and readily available. Resources are adequate in the nursery and reception, except for the provision for outdoor toys for the reception class.
57. The school is well organised and managed and day-to-day administration operates efficiently. The minor recommendations of the most recent auditors' report in 1999 have been successfully implemented. Financial planning supports educational priorities well and specific grants are used effectively for their designated purposes. The funds provided for special needs are used well. The staff appointed to support pupils with special needs are thoroughly involved in the planning and preparation of work, having been trained for the task by the school. Their positive involvement gives the staff an enhanced sense of pride in their work and this results in a better quality of support for the pupils. The special needs co-ordinator makes good use of the support services available.
58. Staffing, accommodation and most learning resources are used well to improve learning. The use of a teacher with particular expertise in music has a very good effect on standards in the subject. Computers are not used sufficiently to support work across the curriculum. The governors and headteacher operate best value principles in the school's management and use of resources.
59. Taking into account:
- a) the below average attainment on entry to the nursery
 - b) the good overall quality of teaching and learning
 - c) the good standards the pupils attain
 - d) the very good leadership by the headteacher
 - e) the below average unit costs and
 - f) the good use made of available resources
- the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to build on the good improvements that have been made, the headteacher, staff and governors should.

i. Improve the progress of pupils in the early part of Key Stage 2 by –

- a) ensuring that teachers build more effectively what pupils know, understand and can do,
- b) developing more effective class management strategies to maintain pupils' attention and interest.

(This issue is discussed in paragraphs 3, 5, 14, 20, 21, 74, 87 and 92)

ii. Improve standards in information technology by the end of Key Stage 2 by-

- a) building on skills more effectively from year to year,
- b) using computers more to support work in other subjects,
- c) improving resources,
- d) developing assessment procedures to ensure that teachers track pupils' progress and to provide clear starting points for teachers' planning.

(This issue is discussed in paragraphs 8, 26, 114, 116, 117 and 118)

iii. Extend the good practice in monitoring and assessment of English, mathematics and science to other subjects.

(This issue is discussed in paragraphs 51, 99, 104, 109, 113, 118, 122, 127 and 132)

In addition to the key issues above, the following less significant weaknesses should be considered for inclusion in the action plan.

- a) Extend the range of activities that are available to the pupils outside lessons. (paragraphs 33 and 127)
- b) Ensure greater consistency in the use that teachers make of homework. (paragraph 18)
- c) Strengthen the multicultural element in pupils' cultural development. (paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	16	50	30	1	1	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	357
Number of full-time pupils eligible for free school meals	N/A	77

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	20	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	25
	Girls	18	18	19
	Total	42	41	44
Percentage of pupils at NC level 2 or above	School	89	87	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	24	24
	Girls	18	19	19
	Total	44	43	43
Percentage of pupils at NC level 2 or above	School	94	91	91
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	20	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	19
	Girls	16	16	15
	Total	30	33	34
Percentage of pupils at NC level 4 or above	School	71	79	81
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	18
	Girls	17	15	16
	Total	30	33	34
Percentage of pupils at NC level 4 or above	School	71	79	81
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	2
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	374
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.4
Number of pupils per qualified teacher	26
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	71

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1998/9
----------------	--------

	£
Total income	480700
Total expenditure	486208
Expenditure per pupil	1333
Balance brought forward from previous year	37978
Balance carried forward to next year	32470

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	391
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	5	0	1
My child is making good progress in school.	58	35	5	0	2
Behaviour in the school is good.	32	47	11	3	6
My child gets the right amount of work to do at home.	26	40	18	7	8
The teaching is good.	49	43	3	1	3
I am kept well informed about how my child is getting on.	34	41	17	7	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	5	2	0
The school expects my child to work hard and achieve his or her best.	60	33	3	2	2
The school works closely with parents.	31	46	11	7	4
The school is well led and managed.	43	39	3	5	9
The school is helping my child become mature and responsible.	49	36	6	1	7
The school provides an interesting range of activities outside lessons.	10	27	34	11	17

Responses may not total 100% because of rounding and no response in some sections

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Children enter the nursery after their third birthday as soon as places become available. They attend part-time for mornings or afternoons. Children move to the reception class in September and January, depending on the date of their fifth birthday. At the time of the inspection, eight children were under five in the reception class.

Personal and social development

62. By the age of five, most children meet the Desirable Learning Outcomes in this area. They work well together in groups and share resources. This was clear when nursery children were working on a mathematics activity with plastic fins. They shared the resources well and knew when to ask their teacher for help. Children show independence and concentration in their work and persevere for increasing periods of time. They help each other when dressing after physical education lessons, co-operate in moving apparatus and show respect for each other and property. For example, they take turns to use the computer and tape recorders. Teachers promote respect for other cultures well. This develops children's learning effectively when they draw a picture of a Mosque and talk about the inside and outside of a church. The provision of dressing-up clothes from different cultures further develops this respect.
63. The quality of teaching in this area is good in the nursery and reception classes, enabling the children to make good gains in their learning. The teachers and support staff work well together and provide good role models. This helps children to develop respect and consideration for others. Teachers provide opportunities for the children to play together. They provide a hairdresser's shop and a mock building site. Praise is used well, promoting self-esteem. This is successfully used when a child recognises a letter sound or achieves a careful tracing over a name. The good organisation of activities in both nursery and reception class contributes well to the children's ability to work together in groups or pairs, make independent choices and show initiative in their play. This was typified in the very good 'Bob the Builders' work site activity. The good working relationships between adults and children promotes a stimulating environment and makes children keen to learn. Well-focused guidance helps children understand the need to tidy away their own equipment. Teachers take opportunities to reinforce what is right or wrong behaviour in organised and free choice learning situations.

Language and literacy

64. Most children attain the Desirable Learning Outcomes in this area by the age of five. They listen carefully to stories such as the 'Three Pigs' and remember well the chorus of the wolf. They follow the story words in a large book. Higher attainers recognise all alphabet letter sounds, some individual words and a simple sentence with a picture. Higher attainers in the reception class read simple stories

well. They recognise that 'huff' rhymes with 'puff'. They have above average independence in forming letters correctly when using joined up writing to pretend write. They add a caption to a picture with some words and letters used correctly. All children write their names with a good awareness of large and small letters. They confidently take part in acting out the story of 'Three Pigs'. When describing their activities to support learning in literacy, they use a growing vocabulary to talk about their pink pigs and the letter 'p'.

65. The quality of teaching is good in the nursery and reception classes. This impacts well on children's learning. Nursery staff promote listening skills well with interesting stories from attractive books. This included a home made story about a builder. The resources provided by the teacher involved children acquiring understanding of positional language such as 'under' or 'behind' successfully. The good use of children's names within the story helped them develop concentration and listening skills. Reception staff effectively build on this understanding when using 'big books' to aid reading development in the literacy hour. They promote reading skills through interesting activities and the use of the computer, as well as good liaison with parents through home-school reading diaries. Teachers provide many effective opportunities for role-play linked to a topic. This results in children having opportunities to listen, talk and discuss, using newly introduced language. The children with English as an additional language are effectively planned for with good support for speaking and reading in the nursery. Labels written in Punjabi are displayed in both the nursery and reception. Children with special educational needs are supported well in literacy activities and their progress is good. In the reception class, the partner teacher is sometimes insufficiently involved in whole-class literacy sessions. At these times, the less able and younger children do not always get the attention they might.

Mathematics

66. Most children meet the Desirable Learning Outcomes in mathematics by the age of five. All children are familiar with numbers to ten and beyond and count backwards from ten. With the help of counting cubes they add numbers to five or seven and understand one more or less than a number. When putting short ears on a cat or long ears on a donkey, they demonstrate secure understanding of size. They understand weight through comparing objects on a balance. Through classroom displays linked to a topic on houses and games with a 'dice' they correctly recognise two-dimensional shapes, such as square, circle and triangle. They use these shapes to make two sequence patterns. Children are familiar with a range of number rhymes and songs that ably support their learning.
67. In both the nursery and reception, the quality of teaching in this area of learning is good. Children make good gains in the development of mathematical understanding through interesting activities that promote concentration and learning. In the nursery, regular opportunities are provided to sort for colour and amount. A sense of time is developed well through booking an appointment at the hairdresser's shop. The teacher, nursery nurse and voluntary helpers all provide good support to develop understanding and achievement, such as with the shapes of windows and doors on the little pigs' house. In the reception class,

children enjoy the opportunity to count and recognise numbers in mental mathematics sessions. Well-focused questions allow for children of different abilities and age to achieve the goals set. The planning for the use of mathematics in role-play, such as the builder, contributes to the children's growing awareness of mathematics in everyday life. Effective discussion sessions at the end of lessons contribute to children sharing their learning well. Teachers use these sessions to effectively assess children's progress. In the reception class, as in literacy, the partner teacher plays an underused role when children are taught mathematics as a large group.

Knowledge and understanding of the world

68. By the age of five, most children achieve the Desirable Learning Opportunities in this area. They have a clear understanding of the area in which they live and name places such as the library and 'Co-op'. They make a plan of the area and show their route to school and a journey into Nottingham with their families. Children develop a good understanding of the past through comparing old and new toys. They investigate the source of light and colour in candlelight. They use the computer keyboard and mouse to perform a range of activities to support skills in literacy, numeracy and topic work. The quality of teaching is good in the nursery and reception classes. In the nursery, knowledge of the wider world is very well planned for in an indoor and outdoor building site. Children are given the opportunity to use realistic toy tools and a pulley system for heavy buckets. This results in much language learning through sensitive teacher intervention and opportunities for co-operation in a task. The nursery rabbit and guinea pig are well used to promote an understanding of the care and needs of animals. Reception teachers build well on nursery achievements. This results in good gains in their learning, as they develop the building theme to include the area in which they live. Effective challenge in thinking was provided when the children were asked to construct a house of straw, a house of sticks and a house of bricks.

Physical development

69. By the age of five, most children achieve the Desirable Learning Outcomes in this area. The quality of teaching is satisfactory overall. Children develop satisfactory co-ordination and control of wheeled toys in the nursery. Most children display confidence in climbing, jumping and running activities outdoors and are aware of space and others about them. They handle pencils, paintbrushes, glue sticks and scissors with the control expected for their age. The quality of teaching is good in the nursery and reception classes. Nursery staff ensure good gains are made in the careful and safe development of the use of tools. The well-planned use of the outdoor area enables children to gain skills appropriate to their age in pushing, pulling and riding on toys as well as climbing and balancing with safety. In a hall lesson, children made good gains in skill and confidence when balancing on hands and feet. Some opportunities are missed for developing an awareness of space and safety. Reception teachers build on nursery skills well in physical education lessons and children make good gains when using the apparatus. The lack of appropriate outdoor equipment in the reception class restricts children's learning in outdoor play sessions. Careful planning by reception teachers ensure

children develop their manipulative skills well in writing. They encourage care when using a range of tools to support learning in all areas of the curriculum.

Creative development

70. By the age of five most children meet the Desirable Learning Outcomes in this area. They explore musical instruments that shake or bang, and respond to a simple rhythm. They compare textures and patterns of everyday objects used in the home well when they make rubbings of them. When using dough to support a literacy or numeracy task, they are aware of its uses for making models. They illustrate their work and build collage pictures using a range of tools and techniques successfully. Through role-play in the Estate Agents, they use a growing imagination to 'sell' a house. The quality of teaching is good in the nursery and reception classes, ensuring good gains in learning. The planning for role-play indoors and out in the nursery help children develop their imaginative play well. The provision of well-planned painting, sticking and crayoning activities aid children's exploration through using their senses of sight, touch and smell. Reception teachers ensure good gains in learning in this area by a balance of imaginative experiences in sand, water, construction and music and dance.

ENGLISH

71. The results in English recorded in the last inspection showed that standards in both key stages were broadly in line with the national average. The work that was provided for higher attaining pupils lacked sufficient challenge. Standards since then have improved markedly. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards in reading and writing were well above those in schools both nationally and also when compared with similar schools. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2, standards were in line with those of other schools nationally and those in similar schools. The school's testing of pupils who are now in Year 6, indicates further improvement. The pupils in both key stages have achieved even higher standards in the subject than the challenging, but realistic, targets that had been set.
72. Inspection evidence supports this picture of attainment and progress. Standards in English overall are well above average by the end of Key Stage 1 and are now above average by the end of Key Stage 2. From a below average base on entry to the nursery, pupils maintain good progress overall as they move through the school.
73. The pupils' reading and writing throughout Key Stage 1 is good. They are successfully encouraged to take a pride in the presentation of their work, and their handwriting is particularly well formed. They write careful accounts of things they have done, or about things they have read. Their skills in speaking, while still good, are less advanced than those in listening and the other aspects of English. When they are well prepared, for example for the presentation of a class assembly, they speak well in public. At other times many tend to use single word answers to questions using a narrow range of words rather than using sentences

with more imaginative language, such as they are more inclined to use in their writing. Pupils throughout this key stage have good attitudes to work, try hard and behave well.

74. Overall in Key Stage 2, the pupils achieve well in English. However the rate of progress and levels of achievement are higher in Years 4, 5 and 6 than they are in Year 3. This is due to less effective classroom management in these two classes. As a result, the attitudes and behaviour of the pupils in this year group do not always meet the high standards of the pupils in other classes. Throughout Key Stage 2, the pupils make good progress in writing and satisfactory progress in reading. They write for a wide variety of purposes. Many of the tasks are related to everyday life and events which affect the school. They write letters about matters that move them and learn to make effective arguments. Overall, the quality of presentation and handwriting for the majority of pupils is good. The quality of presentation is not as good at the beginning of the key stage but improves during the following years. While there are small variations between the standards achieved by boys and girls these do not follow a regular pattern, and the school is taking steps to ensure that boys achieve their potential in all aspects of English. These include ensuring that there will be a range of reading books that will be attractive to both boys and girls.
75. The careful analysis of test results and other assessments means that the targets set for year groups and individuals challenge the pupils sufficiently. This activity with which the parents of the older pupils are involved, has had a good effect on the standards achieved. The setting of targets for learning in each literacy lesson also has a good effect on the quality and pace of the work done. This close attention to effective planning also has a markedly beneficial effect on the achievement of pupils with special educational needs. They make good progress and attain standards which, while below average, are higher than would be the case were the good level of support and careful planning not in place.
76. The planning of work in English in almost all the classes ensures that all the pupils, from the highest attainers to those whose attainment is below average, are appropriately challenged. The work is planned to allow them to taste success, but at the same time needing to work hard at understanding.
77. The skills learned in the literacy hours are used not only for writing stories, poems and letters in English, but also in writing accounts of work in other subjects. Pupils write good descriptions in history, religious education, geography, design and technology and in science. They use a wide range of words from the technical vocabularies of these subjects correctly. They write in a range of clear and interesting styles, fitting the style to the content of the piece of writing well. The pieces they write in all subjects are well presented, grammatical and with correct spelling. The pupils are successfully taught to edit their own writing to improve its quality before its final presentation.
78. The teaching of early and pre-reading skills in the nursery provide the children with a good grounding in reading and this is built upon well in Key Stage 1 classes. As the pupils move into Key Stage 2 the emphasis on reading skills is

reduced so that some of the children are less familiar with the skill of sounding words that enables them to tackle new ones with confidence. More effective strategies for reading new and difficult words are developed as the pupils pass through Key Stage 2. Most are free readers well before they leave Year 6, though there is a significant minority of pupils for whom reading is not a first choice activity, and more of these are boys than girls.

79. The teaching of English throughout the school is never less than satisfactory with just over two thirds of it good or better. Three quarters of the teaching in Key Stage 1 is good or very good. It is mostly good in Key Stage 2, but is not as effective in the early part of the key stage, where almost all is satisfactory. The teachers' knowledge and understanding of the subject, and of how pupils' develop skills in reading and writing are mostly good. This has a good effect on pupils' learning in these two aspects. Planning, which follows the National Literacy Strategy well, is effective. The planning occasionally deviates from the model. For example, when providing more time for extended writing, or reducing the time allowed for the introduction because the pupils have grasped the subject matter quickly. On these occasions the results are good. The planning meets the pupils' needs effectively and time is used well. In the early part of Key Stage 2, where the teaching is less assured and the pattern is followed slavishly the results are not as good. Pupils become restless and management of the lesson is not so effective. The quality of learning is at its best when the teachers have high expectations of their pupils and convey both this expectation and their enthusiasm for the subject clearly. Where this takes place, particularly in Year 2, the quality of teaching is very good. Some good work was seen on computers but overall, insufficient use is made of computers to develop the pupils' research and editing skills.
80. The monitoring of teaching by the headteacher, deputy and English co-ordinator has had a good effect. Planning and the effectiveness of teaching methods have all been improved as a result. In the classes where there is additional support for pupils with special needs, the staff are used very effectively and are provided with clear planning guidance. Many of the older pupils tend to engage in research at home often making use of the public libraries. This goes some way to offset the limitations posed by the siting of the school library in a corridor. The teachers mark the pupils' work in English carefully and the analysis of test results is used for planning future work and for setting targets.
81. The subject is well managed and staff are well prepared for changes in the curriculum and style of teaching. Future developments of the subject are well targeted through the school development plan. The selection of texts in literacy and the tasks related to them support pupils' cultural development well. They write an account of Diwali celebrations in England when compared with those in India, as if they were a Hindu living in Britain. Other texts introduce them to significant aspects of British culture, raise moral questions or provide stimulus for spiritual reflection effectively.

MATHEMATICS

82. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2, standards were in line with the national average and better than those found in similar schools. The school's early and effective introduction of the National Numeracy Strategy has had a good impact and an increasing number of pupils are beginning to reach this standard. The school's targets for this level of achievement are regularly reviewed. Over the last two years, they have moved from 73 per cent to 84 per cent, the target for the percentage of pupils to be meeting the nationally expected standard by the end of the current school year. Inspection evidence concurs with this picture of standards for the current Year 6 pupils. The school is on course to reach its target. The trend in mathematics standards over the last few years has been erratic but now appears to be steadily upward.
83. A similar pattern of improving standards can be seen at the end of Key Stage 1, where the trend in pupils' mathematical attainment is moving upwards. The trend over the last three years shows standards in 1999 to be significantly higher than in preceding years. In the 1999 tests all but a small minority of pupils achieved the nationally expected standard for the age group. This was well above the national average and that in similar schools. The percentage of pupils attaining the higher level 3 was also well above average. Inspection evidence indicates a similar picture for the pupils who are now in Year 2.
84. The factors behind these achievements include the overall commitment of the school, which introduced the National Numeracy Strategy one year earlier than necessary. Effective leadership has made it a success. The particular measures that have been introduced to support the initiative include a purposeful action plan for the subject, professional training for all teachers and the setting of appropriate targets for the pupils. The school has developed a very good system of assessment for tracking the progress of each individual pupil. This has allowed learning objectives to be closely adapted to meet the needs of pupils at different levels of attainment. 'Booster classes' have been introduced for older pupils who need extra support if their attainment is to match their potential.
85. By the end of Key Stage 1, pupils develop a very good understanding of the size of a number and where it fits into the number system. They apply this knowledge to calculations with money effectively. They develop a good mathematical vocabulary and use non-standard and standard units of measurement well. They record data in tables and graphs and extract information from them. In Key Stage 2, pupils build on these skills effectively and become familiar with the four basic operations in mathematics, including multiplication tables. In due course the great majority of pupils learn to apply them to fractions, decimals and percentages. They also learn how to apply them to different units of measurement, including those of time, weight, length and capacity. Throughout both key stages, pupils develop a good understanding of different shapes and their features. Many of their calculations are linked to everyday examples that give them meaning. Gains made in their skills of investigation and problem solving are not so rapid. The school is aware of this and is seeking to correct it. In both key stages, most pupils

develop quick mental recall of basic number facts and higher attaining pupils are quick to see alternative calculation strategies.

86. The quality of teaching is mostly good in both key stages. Sometimes it is very good and only very rarely is it unsatisfactory. Occasionally, individual lessons are monitored, so that strengths can be further developed and any weaknesses identified. The inspection of teaching revealed key features that contribute to the raising of pupils' attainment. Teachers share their lesson objectives with the pupils so that they have a clear sense of direction. Brief opportunities for mental mathematics are provided, both in lessons and as part of ongoing work. The correct mathematical vocabulary is emphasised. Teachers are particularly effective in their use of questioning to help pupils to develop their own calculation strategies. This helps to deepen pupils' understanding of the relationships between numbers and gives them increased confidence in handling them effectively. Teachers cater well for the particular needs of different groups of pupils. Trained assistants provide invaluable support for slower learners and pupils with special educational needs. This, together with interesting learning activities, is effective in encouraging the pupils to concentrate and enjoy their mathematics.
87. Mathematics lessons are well planned and organised, with time allocated to a whole-class introduction, individual or group work and an effective closing discussion session to reinforce learning. The pace of lessons is generally good, but in some lessons, time given to the introduction of new work is too long, leaving too little time for individual or group work to be completed. Over-lengthy whole-class sessions also lead to a loss of concentration by pupils unable to keep up. On the rare occasion when the teaching is unsatisfactory, poor classroom management leads to constant interruptions to the lesson and little progress is made. There are some good examples of pupils working with spreadsheets, graphs and pie charts, for example. However, computers are not used sufficiently to support learning in the subject.
88. Pupils usually respond well to the interesting learning activities provided. Many of these are based on games, practical activities and real life examples. Teachers organise attractive, classroom displays of learning aids and examples of pupils' work. These stimulate pupils to regard mathematics as interesting and to work hard to succeed in the subject.

SCIENCE

89. By the end of Key Stage 2, standards are in line with the national average and those in similar schools. This is borne out by both inspection evidence and the pupils' performance in the 1999 National Curriculum tests. Over the four years from 1996 to 1999, there has been a gradual improvement in standards, with marked improvement between 1998 and 1999. There is no significant difference in the performance of boys and girls. In the 1999 National Curriculum teacher assessments for pupils at the end of Key Stage 1, standards were similar to the national average and those in similar schools. The percentage of pupils attaining

the higher Level 3 was above that found nationally. Inspection evidence mirrors this picture of attainment.

90. By the end of Key Stage 1, pupils know how to sort materials correctly into a variety of categories and identify man-made and natural objects. They recognise where some of these materials could be used in the everyday environment. They recognise a series of natural and artificial light sources and are beginning to understand the relationship between the sun and shadows. Through investigation, they understand that variations in a sound relate to distance away from it. They know that model cars travel different distances, depending on a pull or push force exerted on them. They have a secure knowledge of the language associated with forces. Most pupils make satisfactory progress. Higher attaining pupils make good progress and have good investigational skills. Throughout Key Stage 1 pupils have a keen interest in science, particularly when taking part in investigations. They help each other and behave well.
91. By the end of Key Stage 2, most pupils develop a deeper understanding of forces. They know what constitutes a fair test, for example when investigating parachutes. An investigation on friction using a training shoe particularly enthused pupils to present well-researched work. Pupils display their information satisfactorily in tables, graphs, charts and writing. They describe and present results of a filtration experiment using marbles and sand well. They predict whether changes are reversible or not before an experiment. Pupils have a sound knowledge of environmental issues, including pollution and the needs of plants. They accurately name parts of plants using scientific terms such as stigma. Pupils' attitudes to science remain good. They show care and respect for materials and resources and understand the dangers that they can pose if not used correctly.
92. The quality of teaching and learning in both key stages is satisfactory overall. Teachers have a secure knowledge of the subject that enables them to develop pupils' scientific language effectively. One lesson in a Year 2 class was good because the teacher had a secure knowledge of what was to be accomplished in the lesson. She ensured that there was a good range of sorting materials and organised the pupils well so that their achievements met her high expectations. In a class for Year 5 and 6 pupils, the realistic challenge set by the teacher enthused pupils to build up a number of possible experiments to remove oil pollution from a canal and save the wildlife. This resulted in the pupils being eager to work together in a group and take responsibility for resources and safety. They made good progress during the lesson. A good lesson in Year 4 resulted in pupils making good progress because of a well focused and effectively organised experiment. All pupils co-operated well together and were sure about what they were learning. In an unsatisfactory lesson for Year 3 and 4 pupils, there were too few opportunities for pupils to extend their learning due to insecure classroom management. In most lessons, lower attaining pupils and those who have special educational needs are well supported by classroom assistants. Suitably adapted worksheets also support learning well.

93. The strengths in the teaching lie in teachers knowing what they should teach in particular year groups. This results from the use of a good scheme of work that has improved since the previous inspection. The use of tracking of pupils' standard of work has helped teachers plan future work effectively and build on pupils' progress. The teaching of experimental and investigative science has improved since the previous inspection. There is some inconsistency in planning how higher or lower attainers will be helped. This sometimes slows down their progress and results in a lack of challenge in the work. Teachers do not use computers sufficiently to support work in science.
94. The subject is soundly managed. The co-ordinator has supported staff well to establish a scheme of work with good assessment procedures to track pupil achievement. This has been matched to well labelled resources. However, the organisation of science within a topic leaves pupils with limited scientific experience in some terms. In mixed age classes, planning does not indicate more advanced skills for the higher year group. These factors result in a loss of continuity of learning and uneven progress. The role of the co-ordinator in the monitoring of teaching and learning is underdeveloped.

ART

95. In the previous inspection, standards in art were judged to be close to national expectations. During the course of the current inspection, only two lessons were seen. One of these was in Key Stage 1 and the other in Key Stage 2. Judgements are based on these lessons and pupils' work seen in displays and sketchbooks, teachers' planning and the scheme of work. From this evidence attainment at both key stages is judged to be better than expected for pupils of this age.
96. At Key Stage 2, in the one excellent lesson seen, the teacher provided pupils with stimulating resources that focused their attention on three-dimensional sculpture. The enthusiasm and excellent subject knowledge of the teacher and his ability to engage the pupils' interest ensured that pupils were inspired to produce their own sculptures using bent wire. The level of discussion that preceded the practical activities demonstrated the very good level of knowledge the pupils had of artists and techniques. In the Key Stage 1 lesson, this same enthusiasm was seen, so that the pupils' knowledge and understanding were enriched by the well-selected questions, and the focus on the key vocabulary. Pupils carefully observed the differences in the work of two contrasting artists, Monet and a Japanese artist. They focused successfully on colour and texture in order to inform their selection of threads and fabrics in preparation for collage.
97. The variety of media used and the skills which pupils acquire are well illustrated in the good quality of work seen in the displays around the school. From the two lessons seen there is good evidence that teachers are confident in their subject knowledge, have good skills to inspire and engage pupils and that the pupils gain from the selection of resources which stimulate and motivate them. Generally, teachers make effective links between art and the other curriculum subjects, so that art techniques are developed through the study of, for example, history or religious education. Different media are used to create the effect of mosaic linked

with the study of the Romans, and Indian patterns influence block printing. A Year 1 teacher used computer graphics effectively to develop the idea of line and colour.

98. Pupils in both lessons seen were enthusiastic and enjoyed the lesson. They worked very well together, sharing equipment and showing consideration for each other. They were well organised and worked carefully and safely. Pupils persevered to produce results they were happy with, and supported each other's efforts.
99. The co-ordinator has worked hard to put together a very effective scheme of work which provides good guidance to teachers, and links art with the other curriculum subjects effectively. There are good resources to support the subject, which include a good range of visual material illustrating the work of major artists. There is now satisfactory evidence that non-western artists and artistic styles and techniques are studied. This was criticised in the previous inspection. Pupils' opportunities to fully appreciate their diverse cultural heritage through visits to galleries and museums, craft-work in the local community, and to work with local artists is very limited. There is no system to monitor attainment and progress, to provide a record of pupils' individual achievement. This is a weakness in the subject.

DESIGN AND TECHNOLOGY

100. In the work seen, the standards of designing and making attained by pupils at the end of both key stages are higher than that expected of pupils aged seven and eleven. This represents a very good improvement since the last inspection when the attainment and progress of pupils in the subject throughout the school was found to be unsatisfactory. The other criticisms of the subject have been effectively met. A good scheme of work has been devised and good support has been provided for the staff so that their knowledge and understanding of the subject is at least satisfactory and in most cases good.
101. By the end of Key Stage 1 pupils design and make model roundabouts and wheeled vehicles using boxes, card, dowel and wheels and a variety of joining techniques. They plan the design well, amend it, make the model and evaluate what they have done, making suggestions about possible improvements. They have a good grasp of the design process. One pupil remarked, 'You need to think carefully first then you can make things better'. In food technology pupils design and make sandwiches with healthy fillings. The work enables them to think independently and originally. They use drawings and writing to convey their ideas, and they turn those ideas into practical outcomes.
102. By the end of Key Stage 2, pupils have developed their making skills well. They tackle more advanced constructions such as moving toys or model lighthouses with flashing lights using batteries, bulbs and switches. They make good use of their understanding of science to construct the circuits. They design carefully and amend the original design as a result of conversations about the task, or after trying out techniques. They make the models and record the whole process

making sound assessments of what they have done so that future tasks can be improved. Pupils successfully relate the outcomes of the activity to the objectives they started with, and they propose alternatives, giving their reasons for selecting the one they choose. The quality of work seen is good, although somewhat narrower than the ideal. There is a lack of links with control technology and design tasks making use of technical kits and computers. Work offers suitable challenge for higher attaining pupils and good support for pupils with special needs ensures both groups of pupils make good progress.

103. Good use is made of literacy in design and technology. The pupils of all ages make good use of technical language, and the written work associated with designs and their evaluations is well produced and accurately written. Pupils make good use of numeracy skills when they measure accurately and use appropriate mathematical skills in drawing their designs.
104. The teaching of design and technology in both key stages is at least satisfactory and sometimes good. The teachers' knowledge and understanding of the subject is good and this enables them to develop the correct vocabulary and ask good questions to test the pupils' understanding. The increased confidence in teaching the subject has resulted in a marked improvement in results. Teachers have high expectations for the quality of work the pupils will produce and the large majority of pupils live up to them. The plans for the future of the subject do not include a large-scale revision of the scheme of work. It is anticipated that only minor adjustments and some extension of activities will be needed to bring the subject in line with the new curriculum requirements. The improvements made in design and technology mean that the subject plays a full part in the broad curriculum provided for the pupils and enables those with talents for designing and making to find an expression for them. There are no whole-school assessment systems to track progress in the subject so that consistently good progress cannot be guaranteed.

GEOGRAPHY

105. Only lessons in Key Stage 2 were observed in geography. Judgements are based on these, examination of pupils' work, current planning and discussions with teachers and pupils. No work from Key Stage 1 was available for examination because geography is only taught in the summer term.
106. In Years 1 and 2, the very practical nature of investigation in geography helps pupils attain standards similar to those expected for pupils' ages. Standards found in books in Years 3 and 4 and observed in Years 5 and 6 are also similar to those expected for pupils' ages.
107. By the end of Key Stage 1, pupils recognise England from a map of Europe and are aware of the kind of clothes needed for hot and cold weather. They identify points in the classroom using simple orienteering skills successfully. These skills are built on effectively towards the end of the key stage and pupils confidently identify markers in the yard by following instructions from a plan of the playground. They are aware of compass point directions and hold views on what they like about their environment.

108. By the end of Key Stage 2, pupils develop a sound understanding of map grid references. They know a good range of map symbols and use these on maps of different scales. They use appropriate geographic language to communicate their findings of references on a grid. Pupils do not have opportunity to make extended visits in which to practise geographical skills. However, through links with physical education they reach a good level of competency in orienteering skills and working together as a group. Through investigation and looking at photographs as well as research they can compare Nottingham and Long Eaton and identify changes in the area. Pupils in Years 3 and 4 have a sound understanding of how life in India can be different by comparing urban and rural environments, forms of transport and lifestyles. By writing a letter from the perspective of an Indian boy, pupils are able to compare life in England with that of India.
109. The quality of teaching in Key Stage 1 is good and in Key Stage 2, it is satisfactory and sometimes good. Where the teaching is good, there is well-focused planning and very accessible resources. All pupils are involved in all aspects of the learning with maximum use made of time. These strengths were evident in a Year 5 lesson investigating map grid references. These lessons result in pupils making good progress and developing good attitudes such as co-operation, concentration and pride in their work. Where progress is not so good, there is less challenge for higher attaining pupils and older pupils working on the same topic. Marking of pupils' work is inconsistent between the years with some having few pointers for improvement and others having many. Teachers use questions and answers satisfactorily to consolidate and develop learning and make assessments of pupils' achievements. This is used well in follow up lessons to address weaknesses. There are no school assessment systems for the subject and this makes it more difficult for the teachers to plan from what is already known by the pupils. In all classes, the sharing of aims with the pupils has a good effect on their learning. Computers are not used sufficiently to support work in the subject.

HISTORY

110. During the inspection, no lessons were seen in Key Stage 1 and only two were seen in Years 5 and 6. Judgements are based on these lessons, scrutiny of pupils' work and teachers' planning. From this evidence, standards are similar to those expected for pupils' age. This is similar to the situation at the time of the previous inspection.
111. By the end of Key Stage 1, pupils show an increasing sense of chronology and have a sound knowledge of famous historical characters and events. Through study of historical artefacts and pictures, they begin to answer questions about the past. By the end of Key Stage 2, almost all pupils achieve sound levels of competence in reviewing the types of evidence available to them when studying the Industrial Revolution and its effects on society. They suggest sources such as oral accounts, books, letters, buildings and photographs. Well-planned teaching enables them to categorise these as primary or secondary sources. Reviews of

previous study units, such as that on Ancient Egypt, enable the pupils to assess the type of evidence suited to different periods of time.

112. The quality of pupils' learning is good in Key Stage 2. They view artefacts with enthusiasm and interest and treat them with respect. They make imaginative speculations as to their use and discuss the possibilities against detailed scrutiny of the evidence. Their understanding develops well as a result of the appropriateness of the challenge. There is too little evidence to make a firm judgement on the quality of teaching in Key Stage 1. In the lessons seen in Key Stage 2, it is good. Teachers' subject knowledge is secure and well focused questioning impacts well on learning. The activities provided stimulate interest and lead to good gains in the knowledge, skills and understanding associated with historical enquiry. A particular strength is the link teachers make with pupils' general knowledge and experiences. For instance, references to archaeological programmes on television and pupils' references to the internet lead to increased interest and understanding. Another useful feature of lessons is the group work which deepens understanding and supports pupils' literacy development by providing discussion to enhance speaking and listening skills. Insufficient use is made of computers in history. Opportunities for information research and simulations are missed.
113. Leadership of the subject is sound. Good arrangements are in place to adapt the draft scheme of work to meet the requirements of the new curriculum for September 2000. The scheme emphasises the development of skills from year to year and is a good basis for improving attainment and progress across the school. There are no assessment procedures in the subject and this makes it difficult for teachers to plan from what pupils already know. The co-ordinator has had no opportunity to see the subject taught across the school in order to gauge strengths and weaknesses in teaching and learning.

INFORMATION TECHNOLOGY

114. Standards by the end of Key Stage 1 are in line with national expectations but by the end of Key Stage 2, they are below. There have been some improvements since the previous inspection, although development of the subject has not kept pace with national advances. The subject now meets the requirements of the National Curriculum. There has been good and appropriate training of teachers who are supported by a good scheme of work. There has been an improvement in teacher confidence. Teachers provide effective introductions to the skills to be acquired. However, the unreliability and age of the current class computers in Key Stage 1 and the limited number of computers throughout the school has a significant impact on teacher's ability to teach the subject effectively, and limits the opportunities for pupils to practise their skills. This has impacted negatively on overall standards and pupils' progress. Assessment procedures have not been developed to ensure that there is regular monitoring of development of pupils' knowledge and skills.
115. Teachers are effectively planning for whole-class teaching to introduce pupils to new software, and to teach the skills necessary to use it. In these lessons,

teaching is never less than satisfactory, and often good. Computer areas in classrooms are mainly well organised, with displays of keywords and illustrations of keyboard controls. The organisation of the classroom enables pupils to see the computer, and explanations are clear. This helps pupils to quickly understand the task and contribute their suggestions. Teachers involve pupils in the tasks, so that they are used to demonstrate to their classmates. Younger pupils in Key Stage 1 show that they understand the function of the mouse, and can drag and click to produce different kinds of lines, and to in-fill with colour.

116. Teachers use effective questioning to encourage pupils to use appropriate vocabulary, such as floppy disk, disk drive, flood fill, icon. Pupils in Year 5 enter a series of commands to build a procedure to operate flashing lights on the control box. The teacher has effectively demonstrated this technique and allowed pupils the time to enter their individual commands, so that they are able to achieve their own individual working results, which are then shared with the class. However, the gaps in past learning and experience means that pupils in Key Stage 2 are in the early stages of developing computing skills. Their competence is below that expected for pupils of this age, so that teachers need to fill in gaps, and pupils in Years 5 and 6 are only now learning about, for example, the reorganisation of text and the function of the word count facility.
117. While whole-class teaching is used effectively, there is very little evidence in books or displays of teachers developing computer-generated work in other areas of the curriculum, such as mathematics, science, history or geography. Few links are made between the programs to be used and the curriculum subjects. Teachers do not plan sufficiently for the use of information technology to draft or refine texts in, for example, English lessons, so that these skills are under developed. In discussion, pupils in Year 5 and 6 demonstrated they were familiar with computer terms and knew how to research using information programs. They were familiar with the Internet and games programs. Many of these experiences are gained from their access to computers at home. Generally, pupils' competence depends on their experiences with computers out of school, and the opportunity many of them have to use the knowledge gained at school to practise at home. Pupils seen working with computers were enthusiastic and showed respect and care for the equipment. They persevered well when difficulties arose and were prepared to help other pupils with their work.
118. Undoubtedly, the unsatisfactory level of resources has had a detrimental impact on pupils overall progress in the subject. However, the resources available are not used sufficiently and opportunities to build pupils' skills and confidence are often missed. The school has gone some way to improve the teachers' level of expertise and most teachers are at least confident to 'have a go'. Overall, the amount of work built up over time; the gaps in past learning and experiences; and limited access to computers have led to all pupils making unsatisfactory progress over time. Despite the good guidance in the scheme of work, there is a lack of a clear policy in which the place of information technology in the curriculum is prioritised. The co-ordinator is enthusiastic and committed to ensuring that standards will be raised, and her future plans include raising awareness of

teachers to the use of information technology in the literacy hour and other curriculum areas.

MUSIC

119. By the end of Key Stage 2, standards are similar to those expected for pupils' ages. At the time of the previous inspection, standards were judged to be similar to this. During the inspection, only one music lesson took place in Key Stage 1; this was for all pupils from reception to Year 2. Though most pupils attained above expected standards in this lesson, the evidence is insufficient for a secure, overall judgement about attainment at the end of Key Stage 1. The lesson focused on hymn singing skills. Inspirational teaching by the specialist teacher provided a far wider range of musical and related experiences. These enhanced pupils' performance very effectively.
120. By the end of Key Stage 2, most pupils have achieved a sound understanding of musical terms and an ability to recognise key features in the music they hear. They begin to discern the effects of change in tempo, rhythm, volume, key and other factors as well as an appreciation of different kinds of music, including their own compositions. They learn about the structure and playing of many musical instruments, from Roman trumpets to electronic keyboards. All pupils, including those who have special needs keep useful notebooks that record their progress. Two recorder clubs meet after school and pupils play in assemblies. One recorder player recently gained county distinction awards. However, other than singing, performance opportunities within lessons and through out-of-school events are limited and this slows pupils' progress.
121. The very effective specialist teaching is based on very good subject knowledge and is supported by detailed and imaginative planning. This combines good questioning, excellent pupil management and high expectations. Learning is enhanced by excellent use of resources. In a Key Stage 1 lesson, for example, a musical book which helped to illustrate the change in volume resulted in very good singing about a train journey. Details of musical instruments and how they feature in traditional ceremonies added to pupils' complete involvement in the lesson and ensured rapid progress. Key Stage 2 work is supported by a very broad range of musical experiences that enhance pupils' learning and enjoyment of the subject.
122. The school has no co-ordinator for music. The specialist teacher has very limited time in school and little music is taught at other times. The school is over-dependent on this additional teaching support. Pupils have experience of short very effective inputs. This means that the development of key skills from year to year is uneven. There is no orchestra, so pupils have no opportunity to perform as a large group. Apart from recorder clubs, there is no instrumental provision.

PHYSICAL EDUCATION

123. In the previous inspection, standards of achievement were found to be in line with national expectations. The situation remains broadly the same, with attainment never below the level expected for pupils of this age at both Key Stage 1 and Key Stage 2. Progress is satisfactory and sometimes good. The curriculum is broad and balanced and pupils effectively build up their skills in the areas of gymnastics, dance and games. The school hall has been out of use for two terms. As a consequence, the school has rightly focused most of the current work on gymnastics and dance.
124. In the previous inspection teaching was judged as mainly satisfactory in the majority of lessons. In this inspection, all teaching seen was at least satisfactory and often good. Teachers ensure that there are clear objectives to the lessons, although at times, there is an absence of detail in the planning, so that the emphasis is on performance rather than the skills pupils need to improve their performance. For example in a games lesson in Year 2, pupils are provided with good opportunities to practise the skills of throwing and catching with a range of different balls, but not encouraged to reflect on ways in which they can improve these skills.
125. In gymnastics lessons teachers ensure that pupils understand the need for a warm-up session and why this is necessary, and pupils show that they can move safely and carefully. Pupils in Year 1 put out apparatus in an organised way and follow the teacher's instructions very well, although this is only the second time they have used apparatus. They travel across the floor and apparatus in a variety of ways, and put together a good sequence of movements based on using different 'points' and 'patches'. Teachers generally provide pupils with well-organised opportunities to develop a range of gymnastic movements; for example, Year 4 pupils build up a sequence of imaginative and challenging shapes; Year 6 pupils work effectively in pairs and groups to develop balance and the smooth transition between movements. In a lesson for pupils in early Key Stage 2, the management of pupils in an outside session is not strong enough to avoid some loss of attention by a minority of the pupils. Three-quarters of the pupils can swim the expected national standard of twenty-five metres by the end of the key stage. Pupils with special educational needs are fully included in all physical education lessons.
126. Pupils' attitudes to their physical education lessons are good, and they consistently behave well. They listen carefully to instructions, and do their best to improve their performance. They are prepared to try hard and rise to challenge. They support each other in their efforts to improve. Pupils are aware of the need for safety requirements and are always considerate to each other. At times their enthusiasm in outside games activities leads to over-boisterous behaviour, and they do not always pay close enough attention to the teacher.
127. The subject is soundly led and managed. There is an appropriate scheme of work, which covers all elements of the National Curriculum. There are no procedures to assess individual pupils' progress and this is a weakness since the development of skills from year to year cannot be guaranteed. Currently the school is supported by the 'TOPS' scheme, which is run by the Sports Council,

and targets the development of certain skills. The scheme provides additional resources, link teachers and coaches. The Year 5 and 6 pupils have recently been involved in an orienteering initiative, which involved competition with the other local schools involved in the scheme. There is a satisfactory range of extra-curricular activities for Key Stage 2 pupils that include clubs for football, netball, cricket and rounders. These make a good contribution to pupils' learning. There are no additional sporting opportunities for younger pupils.

RELIGIOUS EDUCATION

128. Religious education plays a significant part in the provision for the pupils' spiritual, moral, social and cultural education. It is planned alongside the programme for personal and social education and the two elements support each other and serve to develop and maintain the pupils' interest in this area of the curriculum. The Derbyshire Syllabus of Religious Education, from which the school's scheme of work is derived, includes a section called 'Understanding Sought'. This relates the key ideas and the subject matter of the religious topics covered successfully to the pupils' lives and experience as a basis of that understanding. Standards in religious education was judged to be satisfactory during the previous inspection and that standard has been maintained.
129. By the end of Key Stage 1, the pupils attain standards in religious education which are in line with those which are suggested by the assessment sections in the syllabus for pupils at the end of Year 2. They understand the nature of friendship and relate it to the parable of the Good Samaritan from the New Testament. They learn about the significance and meaning of special places both in everyday as well as in religious terms, for Christians and Muslims. They understand how it is necessary to be sensitive to the feelings of people who have particular religious and other beliefs.
130. By the end of Key Stage 2, the pupils' levels of attainment are also in line with what is expected of pupils aged eleven. They discover about the beliefs and practices of Islam through studying Muslim artefacts. They also learn how to treat these with respect because of their religious importance to believers. The well-planned work in religious education engages the interest of the pupils and leads to thoughtful pieces of writing. Pupils wrote a good series of questions they would like to ask God and discussed the idea of heaven. A visit to a Church is used to explore the pupils' own feelings of being in a special place for believers.
131. The pupils' learning is good overall. Their interest is aroused and maintained by the generally well-planned lessons and the sometimes imaginative tasks they are given to reinforce the learning. The teachers are well supported by the informative scheme of work and a good supply of resources. Four fifths of the teaching is good in quality and the rest is satisfactory. The teachers expect a good quality of written work and the pupils respond to that well. The marking of the pupils' writing for religious understanding, rather than for accuracy in English, is not a prominent aspect of the assessment of religious education. This reduces the effectiveness of assessment for both future planning of work and for reporting on the standards achieved by the pupils. The work done in literacy has had a good effect on the

quality of written work in religious education. Support staff are used effectively to enable the pupils with special educational needs to make good progress.

132. The resources available for religious education support the current curriculum, though there is a weakness in the provision of Christian artefacts. The management of the subject is effective, though there is no monitoring of the quality of the teaching or learning. There is a useful relationship between the acts of collective worship and religious education. They are mutually supportive and topics raised in collective worship are often picked up in religious education lessons. Insights derived from religious education lessons are often reflected in the contributions pupils make in collective worship. In this way and through its influence on the pupils' personal, spiritual, moral, social and cultural development, the subject plays a significant role in the curriculum and ethos of the school.